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**Educating for Tomorrow's Unknowns:
Sustainability Front and Centre**

Public Lecture Series
Faculty of Education
07 March 2023

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CHARLES HOPKINS, UNESCO CHAIR

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The global risk landscape (WEF 2023)

	2 years		10 years
1	Cost-of-living crisis	1	Failure to mitigate climate change
2	Natural disasters and extreme weather events	2	Failure of climate-change adaptation
3	Geoeconomic confrontation	3	Natural disasters and extreme weather events
4	Failure to mitigate climate change	4	Biodiversity loss and ecosystem collapse
5	Erosion of social cohesion and societal polarization	5	Large-scale involuntary migration
6	Large-scale environmental damage incidents	6	Natural resource crises
7	Failure of climate change adaptation	7	Erosion of social cohesion and societal polarization
8	Widespread cybercrime and cyber insecurity	8	Widespread cybercrime and cyber insecurity
9	Natural resource crises	9	Geoeconomic confrontation
10	Large-scale involuntary migration	10	Large-scale environmental damage incidents

Credit: World Economic Forum Global Risks Perception Survey 2022-2023

Risk categories   ▌Economic   ▌Environmental   ▌Geopolitical   ▌Societal   ▌Technological

Credit: pxhere.com

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Sustainable development: the current solution

"**Sustainable development** is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

(United Nations Brundtland Commission Report, 1987)

Enough, for all, forever.

(African Elder, 2002)

Well-being, for all, forever.

(Hopkins, 2006)

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Sustainable development: a historical perspective of frameworks

Founding United Nations	Brundtland Report	Agenda 21	Millenium Development Goals	The World We Want Campaign	2030 Agenda w/ the 17 SDGs
					Paris Agreement
1945	1987	1992	2000	2012	2015

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The Sustainable Development Goals (SDGs) in the 2030 Agenda

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The Global Education 2030 Agenda

SDG 4 on Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

By 2030 all learners will have...

4.1 Complete free quality primary and secondary school

4.2 Access to early childhood education and care

4.3 Equal and affordable quality technical, vocational, tertiary education

4.4 Skills for employment and entrepreneurship

4.5 Eliminate gender disparities, equal access for vulnerable groups

4.6 Ensure youth and adults have numeracy & literacy

4.7 **Knowledge and skills for sustainable development**

Credit: United Nations

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ESD: more than vital element of SDG 4

SDG 4 Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG target 4.7

by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including ...**through education for sustainable development** ... sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship**, and appreciation of cultural diversity and of culture's contribution to sustainable development.

➡ **ESD is a key enabler of all SDGs.**

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Credit: UN Portal, UNESCO, Unsplash/T. Bish

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The four aspects of ESD

Sustainability is a purpose of education.

The original concept of ESD has 4 thrusts (Agenda 21, 1992):

- Access to and retention within quality education
- Reorienting existing education and training systems towards sustainability
- Public awareness and understanding of the concept of addressing sustainability
- Training programs for all sectors

ESD is a **holistic learning approach**.

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Credit: United Nations

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Global citizenship is a state of mind.

Global citizenship refers to a sense of **belonging** to a broader **community** and common **humanity**. It emphasises political, economic, social and cultural **interdependency** and the **interconnectedness** between the local, national and the global.

UNESCO, 2015

✓ ... not a challenge to national borders or formal citizenship.
✓ ... an urging to accept the larger responsibilities.
✓ ... does not come with legal rights – only a sense of individual and collective responsibilities, also corporate social responsibility.

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Credit: Unsplash/a_semperboni

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Education for sustainable development (ESD) & global citizenship education (GCED) at the core: synergies

ESD focuses on **knowledge and skills** to manage ambiguity and uncertainty, and solve complexities, in a context of social justice and concern for all life forms.

ESD is a **systemic** approach emerging from natural sciences.
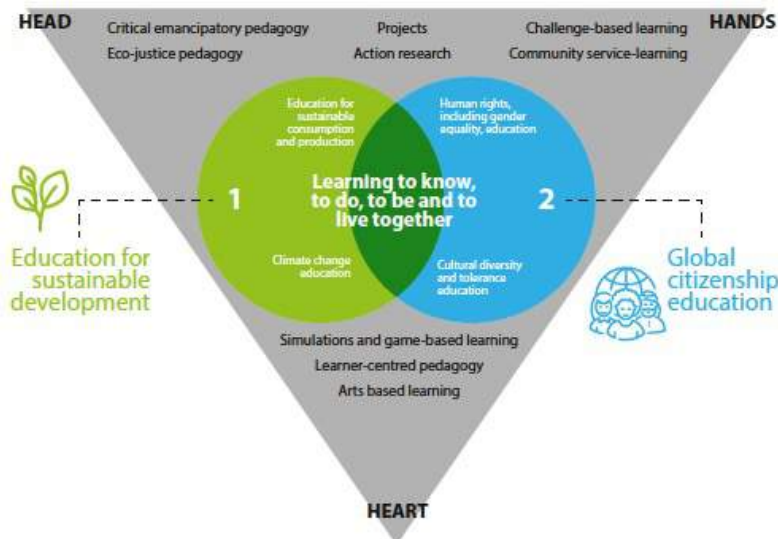
GCED addresses the social responsibility and skills of the individual to act. It also suggests that the action be to the benefit of all life forms.

GCED focuses on the individual within a system emerging from social sciences.

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Credit: UNESCO Schools in Action 2016, UNESCO Teachers have their say 2021

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Slide 11

We are increasingly asking if what people learn is truly relevant to their lives, if what they learn helps to ensure the survival of our planet. Education for Sustainable Development can provide the knowledge, awareness and action that empower people to transform themselves and transform societies.

- Stefania Giannini, Assistant Director-General for Education, UNESCO

Stages of transformation

1. Acquisition of knowledge and information → learners come to be aware of the existence of certain realities

2. Critical analysis → understand the complexity of those realities

3. Experiential exposure to the realities → a deeper connection with issues & empathic connection to those affected by realities

4. **Compassion** when relevance to the learners' own lives and their sense of identity

5. A knowledgeable compassionate mind is set on the path of empowerment!

UNESCO ESD for 2030 Roadmap

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Slide 12

Canada and the SDGs

Ontario and the SDGs

Transferable Skills in the Grade 1-12 Curriculum
- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration
- communication
- **global citizenship and sustainability**
- digital literacy

Ontario Curriculum since 2018

"We recognize that our actions as Faculties, Colleges, Schools, and Departments of Education are complicit in this critical trajectory. We have a responsibility and opportunity to make a difference."

Association of Canadian Deans of Education

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Are teachers ready to teach ESD/GCED?

1 in 4 teachers do not feel ready to teach themes related to sustainable development or global citizenship and peace

UNESCO global survey amongst 58,000 educators (2021)

	Not ready	Moderately ready	Very ready
Climate change	26%	32%	42%
Sustainable consumption and production	31%	31%	39%
Human rights and gender equality	24%	31%	45%
Cultural diversity and tolerance	21%	32%	48%

Teachers have their say

Motivation, skills and opportunities to teach education for sustainable development and global citizenship

Credit: UNESCO Teachers have their say 2021

Education 2030

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The crowded curriculum (but is it enough?)

Education for Sustainable Development — A roadmap

ESD for 2030

Schools in Action — Global Citizens for Sustainable Development

A guide for Teachers

Environmental Education, Population Education, Development Education, Energy Education, HIV/AIDS Education, Permaculture Education, Citizenship Education, Democracy Education, Consumer Education, Media Education, Outdoor Education, Experiential Education, Workplace Education, Conservation Education, Anti-Racist Education, Religious Education, Equity Education, Gender Education, Holocaust Education, Entrepreneurship Education, Horticulture Education, Water Education, Global Education, Drug Education, Sex Education, International Studies, Family Studies, Human Rights Education, Women's Studies, Native Studies, Values Education, Natural History Education, Vocational Education, Economic Education, Anti-smoking Education, Conflict Resolution Education, Workplace education, Disaster Prevention Education, Computer Studies, Life-Skills Education, Recycling Education, Civics Education, Heritage Education, Community Studies, Multicultural Education, Anti-Violence Education, Systems Thinking Education, Futures Education, Biodiversity Education, Pioneer Studies, Nutrition Education, Resource Management Education, Self-Image Education, Peace Education, Artificial Intelligence Education, …

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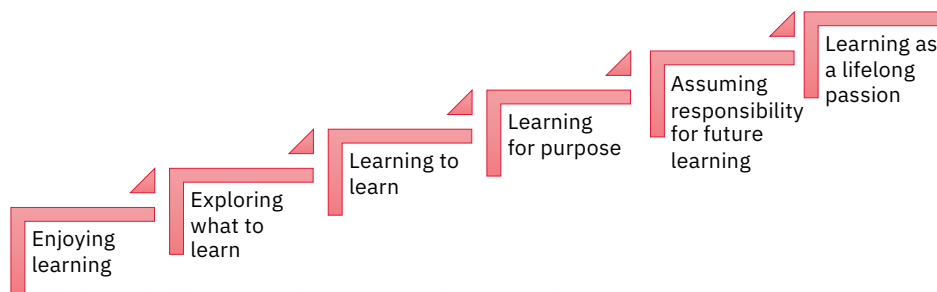
ESD or GCED: in line with PISA or EQAO testing?
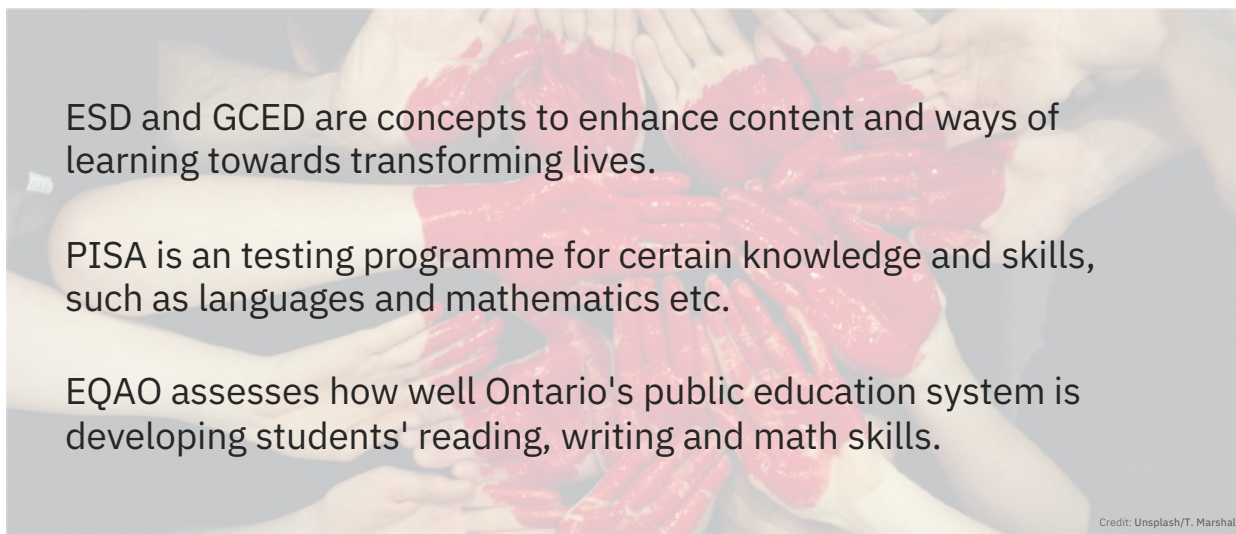
ESD and GCED are concepts to enhance content and ways of learning towards transforming lives.

PISA is an testing programme for certain knowledge and skills, such as languages and mathematics etc.

EQAO assesses how well Ontario's public education system is developing students' reading, writing and math skills.

Credit: **Unsplash/T. Marshall**

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Addressing learning stages and learning frameworks

- Enjoying learning
- Exploring what to learn
- Learning to learn
- Learning for purpose
- Assuming responsibility for future learning
- Learning as a lifelong passion

1996 UNESCO Delors

- To know
- To do
- To be
- To live together

2015 UNESCO in the frameworks of the SDGS

- To know **+ be aware of unknown**
- To do **+ be ethically engaged**
- To be **+ ensure equity for others to be**
- To live together **+ with "others" sustainably**
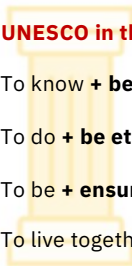
2021 Futures of Education

- Learning to become
- Transforming education
- Education to transform

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Youth leadership: engaging with young voices

School Strike for Climate

Fridays for Future

Credit: C. Hopkins

Credit: Unsplash/E.Shaw

Respect existance or expect RESISTANCE

Credit: Unsplash/M. Spiske

CAN I HAVE A PLASTIK BAG PLEASE? IT'S IN THE FISH, SIR...

Credit: Unsplash/M. Spiske

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Pursuing well-being

It's too much... but is it enough?

streets

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Global to local
communities' challenges with sustainable development

ENVIRONMENTAL PLANET	SOCIAL PEOPLE	ECONOMIC PROSPERITY
- Air quality	- Exclusion	- Decent work
- Housing	- Mobility	- Tax base
- Transportation	- Access	- Poverty issues
- Waste/sewage	- Equity	- Corruption
- Energy	- Gender	- Infrastructure

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Understanding sustainability resilience

Prevention of issues or potential threats.
- Awareness to assess threat and the need to act
- Determine if threat is already established or newly emerging

Mitigation efforts to lower or reduce the impact
- Strategies, scenario planning
- Prepare public and private sectors

Adaption measures to cope and eventually thrive in the new context
- Sound natural, social and political sciences to base policy/practice
- Adaptation as opportunity

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Simulators and artificial intelligence: adding to the tool belt

Credit: https://en-roads.climateinteractive.org/scenario.html

Credit: https://osdg.ai/

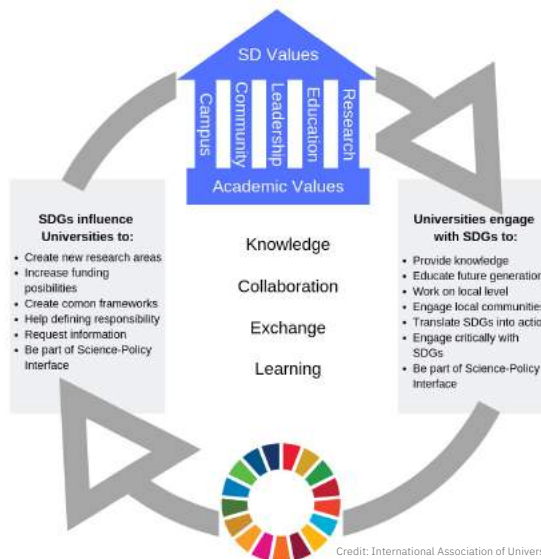21   UNESCO Chair in Reorienting Education towards Sustainability

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Higher education and the SDGs:
it is a win-win situation for graduates, research, and serving the global community.

9 SDGs mention the roles of higher education:

SDG	Role
2 ZERO HUNGER	1 x Research
8 DECENT WORK AND ECONOMIC GROWTH	1 x Education
3 GOOD HEALTH AND WELL-BEING	1 x Education / 1 x Research
9 INDUSTRY INNOVATION AND INFRASTRUCTURE	4 x Research
4 QUALITY EDUCATION	9 x Education / 1 x HE / 1 x University
13 CLIMATE ACTION	1 x Education
7 AFFORDABLE AND CLEAN ENERGY	1 x Research
14 LIFE BELOW WATER	1 x Research / 1 x Science
17 PARTNERSHIPS FOR THE GOALS	2 x Science

Credit: International Association of Universities

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York University´s Academic Plan (2020-2025)

Answering the Call:
A University-Wide Challenge to Contribute to the UN Sustainable Development Goals.

Credit: York University

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Your handprint counts...

So, what we do as individuals matters.
It adds up.

Maurice Strong

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Thank you

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UNESCO Chair in Reorienting Education towards Sustainability
York University Toronto, Canada

Charles Hopkins

✉ Chopkins@edu.yorku.ca
🌐 yorku.ca/unescochair
f @unescochair.esd
📷 @unesco.chair
🐦 @hopkinschuck
in @hopkinschuck

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